

Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation

Blended Program Standard 1: Program Philosophy and Goals

A Blended Program of Undergraduate Teacher Preparation provides candidates with a comprehensive and focused experience leading concurrently to the bachelor's degree and a Preliminary Teaching Credential. Within this context, a Blended Program should include an explicit statement describing how its design reflects and incorporates the following features considered central to the conceptual nature of Blended Programs:

- (a) carefully designed curricula involving subject matter and professional preparation that includes both connected and concurrent coursework;
- (b) a clearly developmental emphasis involving early and continuous advising, and early field experiences; and
- (c) explicit and supported mechanisms for collaboration among all involved in the design, leadership and on-going delivery of the program.

As well as addressing the unique aspects of this pathway to teaching, the design and content of a Blended Program will meet the Elementary Subject Matter or Single Subject Standards, the Multiple Subjects and/or Single Subject Professional Teacher Preparation Standards, or the Education Specialist Standards (as appropriate).

Blended Program Standard 2: Developmental Quality of the Program

A central feature of a Blended Program is the developmental quality of experiences related to the candidate's progression from student-learner to teacher-practitioner. A Blended Programs will introduce beginning students to the Teaching Performance Expectations as well as to the subject matter content specifications, encouraging discussion, reflection, and ongoing self-assessment in the context of both the university classroom and field experiences. Coursework and fieldwork in the program provide students with subject matter and related pedagogy at gradually more sophisticated levels.

Blended Program Standard 3: Curriculum Design

A Blended Program prepares each candidate for a Multiple Subject or Single Subject Teaching Credential to demonstrate subject matter competence and readiness for a preliminary teaching credential by completing education courses connected with subject matter courses. In connecting subject matter and pedagogical studies, the blended curriculum emphasizes the quality, depth, rigor and scope of these two domains of teacher education. A Blended Program provides opportunities for candidates to learn and connect (a) the major themes, concepts, principles, and ways of knowing of discipline-based studies and of interdisciplinary studies; and (b) the delivery of content-specific instruction consistent with state-adopted academic content standards for students.

Blended Program Standard 4: Field Experience

A Blended Program includes a developmental sequence of carefully planned, substantive, supervised field experiences, including at least one experience in a public school. By design, this supervised field work sequence: (1) begins in the candidate's first year in the Blended Program; (2) provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools; (3) extends candidates' understandings of major themes, concepts and principles learned in coursework; (4) contributes to candidates' fulfillment of the Teaching Performance Expectations; and (5) contributes to candidates' preparation for a teaching performance assessment.

Blended Program Standard 5: Collaboration

The overall design and implementation of a Blended Program result from demonstrated, fully supported collaboration based on shared decision-making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. A Blended Program includes the active involvement of K-12 educators in curriculum development and program implementation. Where appropriate, the four-year institution works jointly with selected community colleges to develop a seamless transfer program.

Blended Program Standard 6: Advisement

A Blended Program includes a system for identifying and tracking prospective and participating candidates and provides them with comprehensive and continuing advising that enables candidates to meet all program requirements in a timely way. As part of the advising process, the program informs undergraduate students about alternate routes to teaching and works jointly with community colleges to provide program-specific information to pre-transfer students.